

The Orchard Montessori Pre-School and Nursery

The Fen, Norwich NR16 2BU



Inspection date	19 February 2019
Previous inspection date	11 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Management and staff are committed to providing a good-quality care and learning experience for all children.
- Management and staff build exceptionally friendly and trusting relationships with parents and carers. Partnership working is a particular strength of this nursery. Parents and carers hold staff in very high regard. They describe staff as 'friendly and caring'. Parents have 'absolute trust' in the management and staff.
- Staff plan and provide a calm learning environment. They implement the Montessori method of teaching during school term time. Children are motivated to play and learn. They make good progress in their learning and development.
- Staff successfully support children's speech and language development. They engage children in conversation and actively listen to what they have to say. The gestures and babbles of babies are responded to positively.
- Children enjoy their time in the nursery. They arrive each day eager to explore the activities available to them. Children develop secure emotional bonds to their key person and other staff.
- Management's supervision of staff is not as effective as it could be to aid the monitoring, support and further improvement of staff practice.
- The quality of staff interaction with children is not as consistently high at times of transition between activities as it is at other times during the session. The routine of the day changes during school holidays and the involvement of some children could be managed more effectively.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the existing systems for evaluating and monitoring staff performance, to continue to strengthen and build on the good practice already demonstrated
- support staff to maintain the good quality of interaction with children throughout the day, especially at times of transition between activities, so that they continue to enjoy a high standard of play, teaching and learning.

Inspection activities

- This inspection was carried out during the school holidays. The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider.
- The inspector held a meeting with the provider and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management is good

Management and staff reflect on the service that they provide. Staff think about activities they have carried out with the children and consider the impact they have had on children's learning and development. This helps to ensure that activities are meeting children's needs and supporting their continuing progress. Staff are enthusiastic, motivated and work well as a team. They maintain mandatory training, such as paediatric first aid. One member of staff is currently working towards a Level 4 Montessori qualification to learn how to use this philosophy to inspire children's learning. Safeguarding is effective. Staff have completed training to make sure they understand how to support vulnerable families. This helps them to identify any children who may be at risk of harm from extreme behaviours and views.

Quality of teaching, learning and assessment is good

Staff know the children well. They talk confidently about where children are in their learning and what they need to do to support their continuing progress. Staff are actively engaged in the children's play and encourage them to participate at their own level. For example, older children play with the 'kinetic sand' and confidently mould and shape it. Younger children are encouraged to explore the texture of the sand. Staff demonstrate how to use ladles to fill small containers and then encourage children to do it for themselves. Children benefit from accessing interesting resources. They enjoy playing outdoors on the wide range of toys that promote their physical development. Staff support children to play together in a large group, enhancing children's sense of belonging. Children watch as staff hide red felt-fabric hearts and excitedly go to find them. Staff extend the learning to encourage children to work together to count the total number they have found.

Personal development, behaviour and welfare are good

Staff are exceptionally caring towards the children. Each child has a named person to take responsibility for their daily well-being and plan for their learning and development. The key persons build friendly and trusting relationships with children and parents. Parents appreciate staff support with child-rearing practices, such as potty training. Children behave well and learn to have regard for each other's needs and feelings. They respond well to the high expectations from staff and mostly play harmoniously together. Children with special educational needs and/or disabilities are supported well. Staff manage complex health needs capably, including completing specialist training where needed and working with other professionals to meet children's individual needs.

Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed to be ready for school. They are motivated and enthusiastic learners who readily lead their own play. Children understand that print carries meaning. They listen and concentrate well as staff read to them. Some children are aware of initial letters and sounds. Children are encouraged to manage their own self-care needs, such as putting on their coat and boots to go outside.

Setting details

Unique reference number	EY477136
Local authority	Norfolk
Inspection number	10075922
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	50
Number of children on roll	62
Name of registered person	Porteous, Cheryl Ann
Registered person unique reference number	RP904459
Date of previous inspection	11 March 2016
Telephone number	01953 887863 or 07443658586

The Orchard Montessori Pre-School and Nursery registered in 2014. It operates from purpose built premises in Banham, Norfolk. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including one staff member who holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

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